

**Table K12-5**

**Among fall 2009 students in grade 9 who took a mathematics or science course in 2012, percentage reporting various reasons for taking it, by sex and race or ethnicity: 2012**

(Percent)

| Reasons   | All students | Sex  |        | Race or ethnicity |       |                       |       |                            |
|---|--------------|------|--------|-------------------|-------|-----------------------|-------|----------------------------|
|   |              | Male | Female | White             | Black | Hispanic <sup>a</sup> | Asian | Other or Two or more races |
| Reasons for taking mathematics <sup>b</sup>       |              |      |        |                   |       |                       |       |                            |
| I really enjoy math.                              | 33           | 34   | 32     | 32                | 40    | 30                    | 48    | 31                         |
| I had no choice; it is a high school requirement. | 70           | 69   | 71     | 67                | 76    | 77                    | 54    | 72                         |
| A high school counselor suggested I take it.      | 36           | 35   | 38     | 36                | 38    | 38                    | 36    | 36                         |
| A teacher encouraged me to take it.               | 34           | 32   | 36     | 37                | 32    | 29                    | 41    | 31                         |
| My parents encouraged me to take it.              | 32           | 31   | 33     | 37                | 26    | 23                    | 39    | 29                         |
| My friends were taking it.                        | 27           | 27   | 26     | 29                | 24    | 22                    | 38    | 24                         |
| Reasons for taking science <sup>c</sup>           |              |      |        |                   |       |                       |       |                            |
| I really enjoy science.                           | 51           | 55   | 48     | 52                | 51    | 48                    | 61    | 52                         |
| I had no choice; it is a high school requirement. | 64           | 63   | 65     | 58                | 73    | 73                    | 57    | 63                         |
| A high school counselor suggested I take it.      | 36           | 34   | 38     | 36                | 37    | 37                    | 35    | 35                         |
| A teacher encouraged me to take it.               | 31           | 29   | 33     | 33                | 30    | 28                    | 33    | 28                         |
| My parents encouraged me to take it.              | 27           | 26   | 29     | 32                | 22    | 19                    | 32    | 25                         |
| My friends were taking it.                        | 30           | 33   | 28     | 32                | 25    | 26                    | 41    | 28                         |

<sup>a</sup> Hispanic may be any race; race categories exclude Hispanic origin.

<sup>b</sup> Apply to students who took a mathematics course in the spring term of 2012. If a student took more than one mathematics course, the student was directed to the most challenging mathematics course taken. Students can choose more than one reason listed in the table.

<sup>c</sup> Apply to students who took a science course in the spring term of 2012. If a student took more than one science course, the student was directed to the most challenging science course taken. Students can choose more than one reason listed in the table.

**Source(s):**

National Center for Science and Engineering Statistics, special tabulations (2020) of the High School Longitudinal Study of 2009 (HSL:09), First Follow-Up.

*Science and Engineering Indicators*